

CHILD-WELFARE MAGAZINE

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The President's Message

This has been a very busy summer for the National Congress of Mothers and Parent-Teacher Associations. Great activity has been reported both nationally and internationally as well as from the State Branches.

The Executive Committee Meeting.—The members of the Executive Committee met at the home of the President from July 22 to 25 inclusive and transacted much business which had been left over from the convention. The large attendance during the hottest season of the year was very gratifying, the following members being present: Mesdames Higgins, Mears, Holland, Birney, Thacher, Chandler, Bright, Remington and Miss Lombard. In addition Mrs. Watkins, our Executive Secretary was, present to take the place of the recording secretary, Mrs. Garibaldi; Mrs. Reeve was present to give her report as chairman of the committee to revise the English of the new By-Laws without affecting their meaning; Miss Nettie E. Bauer, Organizer, was called in for a session to give her account of the reorganization of Maine.

Extension of Charter.—Mr. Dion Birney, of Washington, D. C., sent the following report:

"The proposal is simply to secure an act of Congress broadening the present charter only to an extent sufficient to render the present method of conducting the Congress entirely legal. Specifically such an Act should provide for a quorum of the Board at some number less than a majority of the whole, or to be determined in some other manner, such as a majority of those present. (This is the D. A. R. method.) Also such an Act should provide for the election of officers by the Convention as is now the actual practice, rather than that officers be elected by the Board as is the custom in business organizations.

"The petition for such an Act of Congress would probably have to be signed by a large percentage of the present Board—likely not less than two-thirds."

Legislation.—Telegrams reiterating the endorsement of the Sheppard-Towner bill were sent by the Executive Committee to Senator Kenyon and Congressman Samuel E. Winslow.

The following resolution sent by our Legislative Chairman, Mrs. William E. Tilton, was adopted:

"Be it Resolved that we go on record in favor of gradual disarmament by international agreement and in favor of a League or Associations of Nations that shall tend to substitute law for war."

Work in South America.—Owing to the recent trip of Mrs. W. F. Thacher to South America and her report of the interest aroused in Parent-Teacher Associations, also her offer of \$100 towards starting the Parent-Teacher Association work, several members of the committee contributed \$25 each and it was finally voted that a sufficient sum should be sent from the National Treasury to make the amount \$300.

Redistricting.—The work of redistricting of the United States was again considered. The following regions were suggested:

1. Maine, Vermont, New Hampshire, Massachusetts and Rhode Island.
2. New York, New Jersey, Delaware, Pennsylvania, Maryland and District of Columbia.
3. Tennessee, Virginia, North Carolina and South Carolina.
4. Alabama, Georgia and Florida.
5. Arkansas, Louisiana and Mississippi.
6. Texas and Oklahoma.
7. Wisconsin, Illinois, and Michigan.
8. Indiana, Ohio, West Virginia and Kentucky.
9. Minnesota, North Dakota and South Dakota.
10. Nebraska, Kansas, Iowa and Missouri.
11. Colorado, Utah and Wyoming.
12. New Mexico and Arizona.
13. Washington, Oregon, Idaho and Montana.
14. California and Nevada.

Report from National Office.—Since the convention in April the National Office has been a busy place as our Executive Secretary and her assistant have sent out 1,844 letters, 28,774 pieces of literature and 6,737 membership cards.

The Quarter Centennial Jubilee.—Mrs. David O. Mears, the chairman for Child-Welfare Day presented the following suggestions in view of the coming twenty-fifth anniversary of the Congress:

1. Form new Mothers' Circles, Parent-Teacher Associations.
2. Secure new members in circles and associations already formed.
3. Obtain more gifts for Endowment Fund.
4. Get more subscriptions for Child-Welfare Magazine.
5. Observe Child-Welfare Day in all circles and associations with an appropriate program and a silver offering, or a larger sum, as a National Birthday Anniversary Gift from each individual in membership (1 cent for each year).
6. Exhibit more earnestness, enthusiasm and efficiency all through the year in the work of our National Congress of Mothers and Parent-Teacher Associations.

It was recommended that the money received be used for organization work and inasmuch as it is the Quarter Centennial that we gain as many silver quarters as possible to carry on the work of the organization. If the local association would send in an average of 25 cents for each member of their association a sufficient sum would be raised to organize all the remaining nine states this year. Not only would this be possible but more literature could be published, weaker states could be helped and altogether it would make a great advance all along the line.

The Pan-Pacific Educational Conference.—The First Pan-Pacific Educational Conference was held at Honolulu, August 11-24, 1921. The conference was held under the auspices of the Pan-Pacific Union and called by the United States Department of Education. The National Congress of Mothers and Parent-Teacher Associations was represented by Mrs. Hubert N. Rowell, our National Treasurer. Mrs. Rowell writes that the leading theme of the conference was "That love not hate must be the guiding power of nations in order to preserve universal peace and promote international friendship and that the most effective way to bring about these desired results is through educational channels."

State Conventions Attended.—Since the convention held in Washington your President has attended the state convention of New Hampshire held at Portsmouth, N. H., at which the election of the new state president, Mrs. C. L. Simmers, of Durham, took place.

She also attend the state convention of Vermont and the reorganization of the state of Maine.

New England Council Meeting.—The spring meeting of the New England Council of Parent-Teacher Associations was held in connection with the New Hampshire convention at Portsmouth, May 21, 1921. Mrs. C. H. Remington, chairman, presided and reports of the work done in the various states were given, after which very helpful addresses were given by Dr. Elizabeth Gardner of the Rhode Island State Board of Health and Miss Craig of the Rhode Island College of Education. The Council has been organized and functioning for two years and has proved that our plan of holding regional conferences will do much toward stimulating and arousing interest in the Parent-Teacher work.

Americanizing Americans

BY KENYON L. BUTTERFIELD

PRES. MASSACHUSETTS AGRICULTURAL COLLEGE, AMHERST

In recent months we have heard much about Americanizing something or somebody—the Peace Treaty, the stranger within our gates. We all are anxious to be known as one hundred percent American. But when we come to apply this splendid idea, we find that we are not all agreed on what Americanism is nor in what the process of Americanization consists. Is it to talk American? to look American? to act American? Of course we know very well that it is not. We believe that there are big ideas underlying the word, that America does stand for great things. What are they?

Perhaps, first of all, it might be well for us to consider some of the things that Americanism is not! Surely it is not Americanism to think

of ourselves as perfect, to be blind to our own faults as well as to the virtues of other races and peoples, to assume that we cannot improve ourselves and to resent honest criticism.

Americanism is not to think of America only. A nation like an individual must look to its own interests, but if America first means America selfish, or America unmindful of world wrongs, we can hardly call it Americanism.

Nor is it "America over all." Is there danger that this American spirit is growing in our country? I hope not, but what are we expecting to do with our uncoupled power,—for instance, what do we propose to do with this huge navy that is under construction? Why do we need it? There is always danger in unrestricted power,

even in a case of good men and good nations. But it would not be American, would it, to use that power solely for our own advancement?

Just because so many questions keep coming up and there is often difference of opinion as to what it is to be American, I have the feeling that we ought, first of all, to Americanize ourselves.

But, again, what is Americanism? Is it representative government? Is it efficiency? Is it wonderful scenery? Is it great productivity? These things are all characteristic of America; are they the main things?

I am going to assert that the great thing in Americanism is the leadership of ideals. We call ourselves a practical people. Yes. But no nation can lose its ideals and live. The Pilgrims and Puritans had a great ideal of freedom. The Revolution was fought to establish the great Republic. Webster voiced the great ambition of Americans to make a constitution sufficient for our needs. The Civil War was fought to preserve the Union and to abolish slavery. We did not send two million men to Europe merely in self-defense, but in obedience to a great call of world duty. Yes, we have done our great things under the inspiration of great ideals. True Americanism is idealism.

But what are some of these ideals? First of all, there is the recognition of the dignity of each man—not man in the abstract, but of each man as a man. It is the recognition of the sacredness of personality. It is the idea of real equality, that every man shall have a chance to become all he is capable of becoming and all the rights and privileges that are any man's due.

Another ideal is that of coöperation. Our very government is a federation of sovereign states. There have been misunderstandings, even at times divisions, but generally speaking, our government is a government of coöperation. This idea of coöperation is working itself into many activities and is being more and more recognized as real Americanism.

And then there is the ideal of service, that men must be of use to one another, that a fair exchange is not only no robbery but it is positive helpfulness to both parties, that we cannot prosper if we constantly try to "do" the other fellow—we must do for him.

These various elements all merge into one big ideal—that of a real democracy and always more of it. There are some of our people who apparently do not understand this. They think the question of democracy was settled in 1769 when the Constitution was adopted. But a democracy never stands still. There is always room for more of it. There is always a chance to apply it in new ways. It does not belong merely to government. It relates to every phase of life in a complex society.

But what shall we do to Americanize Amer-

icans? We must, of course, try to agree on these great ideals and then apply them. How shall we apply them? We must keep human welfare as more sacred than human wealth. This is not to deny the right to property nor the rights of property; but let us beware lest we fail to consider folks more than fortunes. We have great ideals in America but nevertheless materialism is a great menace to true Americanism. All this means that we must apply the idea of democracy more fully and more freely. We must apply it in the community. We are doing that. Hundreds of communities are getting together and trying to consider the common interest of all the people in the community, trying to secure the coöperation of all the different elements in the community for the common good. The community idea applied in this fashion is the finest possible exhibit of democracy.

We must apply the democratic idea in industry. It is a difficult thing to do perhaps, but we must find a way by which the wage worker has a larger share of real management in industry. On the other hand, he must recognize the limitations to his rights and power, the rights of the public, the rights of the consumer as well as the rights of the capitalist and the employer. There has just been organized in Italy an Industrial Parliament made up of representatives of labor, of capital, of agriculture and of the public. It is an idea that has wonderful possibilities for ironing out the question, "How to apply the democratic idea to modern industrial conditions?" Producers and consumers of food must in some way get together so that each shall see the problems of the other and try to eliminate waste and inefficiency all along the line.

We must apply democracy more fully to the relations between races. We have our problems here in this field—the problem of non-English-speaking immigrants, of the negroes, of the Japanese, of the Jews. We must be fair, we must be friendly. We must be democratic or else we will not be American in solving these problems.

We must apply democracy in relations between nations. I cannot imagine America permanently holding aloof from the rest of the world and refusing to do its full part in straightening out the world's tangles.

I believe, too, that a part of Americanism is to make religion vital, to build a Christian democracy. Perhaps we may have even an American religion.

True Americanism is the ideal of a Christian democracy, applied to all government, to all industry and business, to all social relations, in which every individual, every class, every race, every nation, has its chance through coöperation for both its fullest self-development and its best service to the common welfare.

The Relation of Education to Citizenship in a Democracy¹

By FANNIE FERN ANDREWS

All the approved courses in citizenship begin with the first year in school to train the growing citizen as he passes along through the grades to realize his duties and responsibilities as a citizen in his connection with the various institutions with which he comes in contact. The young citizen in the elementary school, for example, is taught that being a member of the family, neighborhood, school, town or city, state and nation, he has obligations to perform in all these relationships, and he should be taught that the good citizen performs his duties well in all these respects.

There is one phase of citizenship concerning our obligation to the nation, of which, I think, we were barely conscious until recent years. It has always been an important phase, but since the Spanish-American War, and decidedly since the World War, we have been conscious of our duties and responsibilities of citizenship as it concerns the relations of the United States with other countries. The willingness with which our men offered their lives in a foreign land for liberty and freedom was prompted by the consciousness of a world responsibility, an obligation of citizenship which for all future time constitutes a reality which no one can ignore. Every complete course in citizenship must consider the

¹ Abstract of Addresses Delivered Before The American School Citizenship League. Department of Superintendence, National Education Association, Atlantic City.

obligation of the nation beyond its boundaries. Such, then, is the nearest outline of a course which directly trains for citizenship.

But every subject in the school curriculum should train for citizenship. Our colleges and universities have, likewise, obligations for the citizenship of our democracy. At the present time, as we analyze the condition of this country, struggling with business depression, labor unrest, widespread unemployment, and the intricate problems of foreign policy, conditions which in large measure are the result of the physical, social, political and economic conditions of Europe, we must look for relief to the type of citizen which the colleges and universities are training. This reconstruction period demands the services of highly educated and highly trained men and women. To solve these problems, they must be trained and intelligent in economics, in sociology, in public finance, in the policies of international trade and tariff, in political science, in international law.

The immediate problems must be solved by the citizens which the schools and colleges have already trained. The future of our democracy will depend upon the kind of citizenship developed through education from the first grade of the elementary school through the university. Citizenship training, then, is of vital concern to the nation, and is therefore a matter of supreme public interest.

Humane Education

If we would hope for permanent world peace we must begin now on a campaign of heart education which teaches the young respect for the rights and feelings of every living creature. Humane education in the home and school this generation will show in the next to come a citizenship that will not resort to bloodshed to settle civic or political problems. To this end I wish to call attention, through CHILD WELFARE, to the beautiful prize painting "The Spirit of Motherhood," which will be awarded by Miss Sarah J. Eddy of Rhode Island, to the State Parent-Teacher Association showing the highest enrollment on the percentage basis in its schools under the Band of Mercy pledge. The contest will open October 1 and close December 31, 1921.

To the first State sending in highest enrollment report beginning January 1, 1922, the picture will be awarded. This wonderful madonna creation must be seen to be appreciated. The

effort to win it is very small in comparison to its value.

As an extra inducement to the teacher the American Humane Education Society makes an attractive offer of "Our Dumb Animals" for one year free for her part in the enrollment of the pupils.

Information and the pledge in pamphlet form may be obtained for five cents of the American Humane Education Society of Boston, and any questions will be promptly met by Mrs. Jennie R. Nichols, 1024 N. Cushman Ave., Tacoma, Washington.

Idaho and Washington States are eliminated from this contest as each have one of Miss Eddy's paintings which is annually contested for under like rules. The painting won in the nation-wide contest will be a permanent gift to be hung in whatever public building may be choice of the State Parent-Teacher Association winning the prize.

Home Responsibilities for Children as an Aid to Thrift

By MRS. O. P. KELLER,

SPRINGFIELD, Mo.

You have probably read the poem which tells the story of a wobbly calf rambling over hills and dales, leaving a faint trail; how this same trail was followed by other rambling creatures until a path was worn. Then men came. And instead of balzing through on a time-saving short-cut, these men moved along the line of least resistance, taking the rambling calf's trail for their highway. In the end, we are told that, "Men, for two centuries and a half, trod in the footsteps of a calf." How many of us who are entrusted with the guidance of little children, daily shaping them for future fathers and mothers and home-makers of our country, are rambling about our household and economic duties in much the same manner as the ancient calf—blazing a trail of slipshod, haphazard, unsystematic home life for our children to ramble over, down through the years!

Habit is the great law of our lives. The brains of our children are the automatic registers of everything we teach them to do. It is, therefore, most imperative that we set good examples and interest our children in the things that will create good habits. If we can, by daily management and suggestion, plant into the minds of these little ones the habit of wholesome thrift, we will have given them an agency whereby they may overcome practically all material obstacles, and be and remain wholly independent, self-respecting, reliable citizens.

I believe in home responsibilities for children as an aid to thrift, and what is even more important, as aid to industrial discipline. I believe the son should be trained to help in the home. It will give him such first-hand acquaintance with the household drudgery, that, in later years, he will have more sympathy and be more helpful in sharing the same burdens with his life-mate. The boy should wash and dry the dishes, make his bed, scrub the porches, mop the kitchen floor, set the table, join his mother in preparing meals, serve at the table, and occasionally, sit in his father's chair and say grace or the table prayer. (Doesn't his little face look so sweet, so all worth-while and so serious? He is having an experience which he can never forget.) In short, I believe my son should share in almost every duty that his sisters share. He will, of course, naturally be helpful in all the out-door activities of the home. In this the boy is not sacrificed for the work's sake, but the work is required for the boy's sake. (This, too, applies with equal force to the duties required of the little daughters.) With great profit to his personal character, every boy may be given a rigid home industrial training.

The girl should be trained in all lines of home work, not merely as an aid to thrift, but because she is the potential home maker. As such, she should be taught to conserve her health and physical energy.

Thrift of physical energy and combined use of mind and hand in doing the routine work of the home may be taught the children by careful watching, by example and by suggestion. All lost motion, extra steps and even wasted strokes in sweeping, in dish-washing, in bed-making, etc., can be prevented or eliminated by careful coaching and explanation. Be sure to explain—always explain, kindly, patiently and cheerfully explain. From the beginning, the mother should teach her children to execute the many hand and body movements incident to the work of the household with the greatest precision and directness. It may seem slow and tedious, but the child's efforts should be in accordance with the best methods for economy of time and energy. The mother-teacher, through patient oft-repeated explanation, will be rewarded with children who are cheerful co-workers in a systematic, economic household.

On this home industrial discipline, I thoroughly agree with Wm. A. McKeever, Professor of Child Welfare in the Kansas University, in that a new system of grading should be arranged between the home and the school; the home side of the grade card having twelve subjects, namely, washing dishes, sweeping and dusting, bed-room work, preparing meals, waiting on table, darning and mending, plain sewing and fancy sewing, household management, taking care of the room, tending baby, and personal hygiene—all to be passed on, discussed and averaged up by the teacher with the school subjects. On this rating system, of course the school work should be so arranged that all would work together.

Dr. McKeever says that there are two distinct services to society to be derived from this new method of grading school pupils on their home duties. The first very desirable result is this: Household industry will become more and more respected as an occupation. It will become the topic of school room conversation, resulting in thoughtful consideration. The teacher will fall into the habit of commending the various types of home industry, and the children will perform such work with credit. By slow degrees, the shielded and spoiled, over-rated pupil, who is a mere bookworm and nonindustrial at home, will be placed in an unenviable position before the eyes of all the pupils. Such a pupil will be considered "slow," "backward," or "dull" in home work just as the child is now so considered who is not up in his school work.

Dr. McKeever further states that if such a system is established, and he believes it will be, the personality of the ordinary young woman of the future will be rich and deep in sympathy and service, full and strong in force and magnanimity, serene and poised through the inclusion of the higher things of the spirit. This is the second service to society.

We are teaching our children that economy is a shining virtue and that the saving of time is a religious duty. Life stretches out so immeasurably before the young that it is hard for them to realize that each hour is a precious gift from the hand of God. Thrift of time should be impressed on their young minds along with thrift of money. Saving money is remate to children because so few earn it. They can not realize the value of money until they learn how hard it is to get.

In our own family, we have found it unwise to give allowances to the children. It is a case of "easy come, easy go." It is much better for our children to earn their own money because they use much better judgment in spending it. We do not pay them for the common courtesies of home life, but let them earn money by doing the tasks that we would hire someone else to do. If the child chooses to earn his money in this way, he accomplishes a two-fold benefit. He keeps the money in the family and renders himself independent. He is not compelled to beg his money from his parents. Furthermore, he has the happy consciousness of having given value received. And for such service, we pay our children the same wages that would be required by a stranger, so that the children may have the pleasure of swelling their own bank accounts by their own honest efforts.

We teach our children that we make all our bargains with time and money. The children instinctively like a good bargain and dislike to be cheated. Then that they may get value received out of both the expenditure of time and money, we invite their confidence in our ability to aid them in their transactions. We suggest that in a purchase it is far better to buy something to keep; and in gift buying, to buy useful gifts. To waste money for foolish purchases is a reason for scorn. And we tell them that wasted hours are just as bad as wasted dollars; that wastefulness is a form of folly; that extravagance is a vice and improvidence is a thing to be ashamed of. We give weight to our advice by reading from God's Word where Christ himself gathered up the scraps after feeding His children.

We have three daughters, aged three, six and ten respectively, and one son, aged eight. Our program does not always run smoothly. We sometimes have rough weather, just as every family experiences, but in spite of this we are sure that our program for industrial discipline is bringing its rewards. Being the eldest child in a family of fourteen, I, of course had always

shared in my mother's household duties, and she firmly implanted into my growing mind that it was a child's sacred duty to be a producer, to be industrious. This, therefore, became a part of my instructions and program with my own growing babies, each one being taught to perform little tasks; and they gradually have become able to accomplish much of the household work. But an interruption came. The father became seriously ill and we had to send the children to the country with relatives for the summer. The days and weeks were played away, the children having a glorious time without any work. When they were brought home in the fall for school, it was very evident that they had decided that work should henceforth have no part in their lives, for they persistently refused to fall back into their old helping schedule. I was confined to my bed on account of a serious injury. As I lay there day after day, hearing the children's constant refusal to aid the housekeeper with her numerous duties, I knew that something had to be done. As I grew stronger, I thought and read on the subject. I concluded that it would be far better for the children if we had to do without a housekeeper. When, lo, the housekeeper became ill and had to leave—and there we were—so we commandeered children's services as of old. But they did not respond willingly. They seemed to find no joy, but were sullen and unhappy when about their chores. I did not like that, and after much thought and prayer to our great loving all-wise Father (for I cannot understand how a mother can face the daily task of directing the lives and destinies of growing sons and daughters without going to the great Fount of all true help and guidance) I found a solution to the vexing problem of my children's unhappy dislike for their household tasks, and that solution lay in the careful application of a lesson in financial thrift and in an appeal to their sense of fair play. I found that the housekeeper's wages, her inflation of the grocery bill and the laundry bill was costing us monthly from sixty to seventy-five dollars more than our usual household expenses. I felt that if the children would do the work I knew they could do, that we could get along nicely without the housekeeper, thereby saving this money. So my plan took shape.

Calling the children to me one evening, I said, "Children, we will have a business meeting now, and I will act as chairman. We will begin by appointing each of you as a director, for our business cannot go on without your help." The children were interested. I had the facts so that they could add the bills and find out for themselves just what the housekeeper had cost us. Then I said, "With your willing help, children, we could get along without a housekeeper and have all that money for ourselves. But we shall have to get a housekeeper, if you go on as you are now doing, for I am not able

to do all this work. I will not continue begging and pleading and scolding as I have been doing. I would rather not have your help if I must nag my babies. You should help mother willingly. If you do not feel that we can help each other willingly and cheerfully, we will just spend the money for another housekeeper. Then mother will be afraid her little children will grow up into idle, worthless people." Then son said "My! sixty dollars is a lot of money. Mother, I'd like to see that much." And I said, "You shall, son, if you children will help enough so that we do not need a housekeeper." I told them to study the matter over until the next afternoon. If they decided that they could help willingly and cheerfully, they could pick out their best Christmas presents since they would have more money with which to buy. (We had given them no expensive presents for three years because they had always been so destructive with their own property.) This had the desired result. The next afternoon, the children rushed in like wild things to tell me that they would be "directors." That night they had a joyful time with the toy catalogues. The next day we started our systematic plan as follows: When getting ready for bed at night, each one thoroughly cleansing his or her body so as to save time the next morning; then all rise at seven o'clock in the morning and dress for school putting on a cover-all for work, each going to his or her appointed tasks; the eldest taking over all cleaning of floors and dusting of furniture, using the electric cleaner twice a week; the boy to make the beds and empty all paper baskets; while the six-year-old girl should help with the breakfast; after breakfast the eldest girl to practice on the piano while the boy and the six-year-old girl do the dishes; then the eldest cleans the kitchen floor while the other two are cleaning their hands from dishwashing. This program gives them a busy morning. So we look on this part of the day as "work time," but there is plenty of play time after school. We all work together on the evening chores. Each month the chores are shifted so that each

child may become acquainted with all the household duties. While the children are working, I am with them suggesting time and labor saving motions and better methods of procedure. For outside work, there are the chickens and the cow. In the summer, each has his garden and his pet flowers. Some money is earned by doing chores for neighbors and two of the children have bank accounts to which they add most of their earnings. With the aid of an electric machine, we even manage our laundry, the three-year-old baby sitting in her high chair taking the clothes from the wringer as the brother feeds them through. The baby has dressed herself for several months and she can dry the knives, forks and spoons, and run many little errands about the rooms and take up her cookie-crumbs with a carpet sweeper. With the combined services of the children, we get along nicely and are enjoying an actual monthly saving of from sixty to seventy-five dollars and what is more, a splendid spirit of coöperation and independence.

At the end of the first month of our new working schedule, sixty bright silver dollars were brought home and placed on a table. The children were all called around and formally introduced to their savings. Then they were allowed to count and play with this money. Since this bright-eyed, exciting experience, the children realize that their services and time is money.

Such training takes time and patience. The earlier the mother begins teaching the children to help in the home, the more she can achieve and the happier the children will be in the accomplishment. Industrial discipline even as an aid to thrift should not be thought of merely as such an aid, nor in terms of mere preparation for making a living, important as these things are, but it should be thought of and urged because of its very great service in building up a beautiful aggressive, well poised character in the lives of our growing children, giving them mastery over the everyday situations of life and ultimately mastery over their own destiny.

A Teacher's Question

"How Should a Child Be Taught *Honesty*?" While attending Teachers' Institute in a certain town, the question was asked by a professor, "How do you teach honesty?" There were several answers, but the real answer was not given. Can you give it? Before honesty can be taught in the school-room, home-teaching comes first. And if (*his or her*) parents are upright, honest, abiding people, there's no fear of the child not getting the proper instructions along

this line. At home, and when (*he or she*) enter school they do not have to be taught.

But if the parents do not possess these qualities, how can you blame the child? Shouldn't the teacher try to save this child from becoming the awful victim of *dishonesty*?

Answer, Please.

Mary Elizabeth Swauzy,
328 West Common Street,
Tyler, Texas.

Story of the Towner-Sterling Bill in a Nutshell

BY MRS. FREDERICK P. BAGLEY,

Chairman of Women's Organizations.

National Committee for a Department of Education.

Present Status.—The Towner-Sterling Bill, known in the previous Congress as the Smith-Towner Bill, has been introduced in the Senate and the House and referred to the Committees on Education of which Senator William S. Kenyon, Iowa, and Representative Simeon D. Fess, Ohio, are Chairmen.

Endorsements.—In its present form the Bill has been endorsed by the National Education Association.

The National Committee for a Department of Education.

The Federation of Labor.

The National Federation of Women's Clubs.

The National Congress of Mothers and Parent-Teacher Associations.

The National D. A. R.

The National League of Women Voters.

Also many Chambers of Commerce and hundreds of other organizations throughout the United States.

How the New Bill Differs from the Old.—It does not differ at all in its two essential purposes. The new bill like the old one (1) creates a Department of Education in the Government with a Secretary in the President's Cabinet, (2) provides for Federal Aid to Education in the States, under specified conditions.

Expense.—This question is uppermost in every mind at the present time, as regards government expenditure. The fact must therefore be emphasized that even the old Smith-Towner Bill did not *require* an appropriation. On the contrary it established limits which Congress was forbidden by the bill to exceed. The new bill goes still further, by striking out the section authorizing the appropriation of one hundred million dollars. The five specific purposes of the bill are: Removal of Illiteracy, Americanization, Physical Education, Teacher-Training and Equality of Opportunity for Education. Each of the five sections stands independently, and after naming a limit to appropriation the new bill further provides against undue expense by inserting the words in each case "*or so much thereof as may be necessary.*" Therefore unless Congress so decides, no appropriation at all is necessary on the passage of the bill beyond the amount for the administration of the department. Here again a limitation of \$500,000 is set by the bill.

Prohibits Federal Control of Education.—The bill has been attacked by two assertions which the bill itself shows to be unwarranted. First, that it would force Federal control of Education upon the State. On the contrary the bill pro-

hibits Federal control, the new bill being so worded as to preclude the possibility of misrepresentation, as follows:

Section 13. "That all the educational facilities encouraged by the provisions of this Act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State, and the Secretary of Education shall exercise no authority in relation thereto; and this Act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their school systems."

Appropriations are made by Congress but Administered by the States.—The second claim against the bill is that of injustice, assuming that the Secretary of Education is given the power to withhold appropriations. This also is untrue, the new bill providing specifically against it. *The Secretary has no special power even where the State fails to comply with the provisions of the bill.* The method provided is that the Secretary must first notify the chief educational authority and the Governor of said State telling wherein the State is failing to comply with the provisions of the law. If the State continues to fail to comply, the Secretary of Education reports the matter to Congress where the responsibility is placed, thus leaving the entire control of the appropriation in the hands of Congress itself, giving the Secretary of Education no independent authority whatever.

The Public Welfare Bill and why it is Objectionable.—A temporary complication has arisen in the Introduction of the Kenyon-Fess Bill which proposes to establish a Public Welfare Department in which Education would be subordinated under an assistant secretary of Public Welfare at a salary of five thousand dollars. The friends of education would have none of it. Called to Washington by a hasty summons from the National Education Association, men and women, representing powerful national organizations, appeared at a hearing on the Public Welfare Department and registered a strong and earnest protest, not against the public welfare bill, but against the inclusion of education in a subordinate position. They urged that the psychological effect would be to cut off the prospect of a separate Department of Education for which a campaign has been waged throughout the nation for the past three years. For this reason the Public Welfare Bill was not considered an advance but rather a step backward. The bill apparently has made no headway.

The Reorganization Committee.—Another objection to the Public Welfare Bill is that Con-

press has appointed a committee to lay all the functions of the Government upon the table and sort them out in orderly fashion, putting together those which have a natural relationship. It was therefore a most unwelcome surprise that while the work of this committee was still in a preparatory stage the Public Welfare Bill, rearranging certain divisions, including Education, should have been introduced.

The cause of Education grows by leaps and bounds, as the needs of the country are studied. A department of Education with a Secretary in the Cabinet will ultimately come in the United States, which now lags behind England, France, Italy, Norway, Sweden and the other countries ranking with her in civilization. Members of organizations which have endorsed the Towner-Sterling Bill should request the Committee on Reorganization to place Education in a separate department, at this time.

Committee on Reorganization of Executive Departments.

Ohio—Walter F. Brown, Chairman and Representative of the President. Address: Winder Building, Bureau of Efficiency, 17th Street, N. W., Washington, D. C.

Utah—Senator Reed Smoot, Republican.

New York—Senator James W. Wadsworth, Republican.

Mississippi—Senator Pat Harrison, Democrat.

Nebraska—Rep. Frank C. Reavis, Republican.

Pennsylvania—Rep. Henry W. Temple, Republican.

Virginia—Rep. R. Walton Moore, Democrat.

For further information, address: The National Committee for a Department of Education, 1 West Hill Place, Boston.

Boston, August 15, 1921.

Child-Welfare Notes

THE ANNUAL REPORT OF THE NATIONAL MOTHERS' ASSOCIATION OF JAPAN.

APRIL, 1920 TO MAY, 1921

The annual meeting of the National Mothers' Association of Japan, called the Naikoku Katei-kwai, was held on the seventh of May, 1921, at the Fukuin church, Sasugaya-cho, Tokyo. It is the young women, the wives and mothers-to-be of the coming generation that we are glad to welcome to our sessions.

Mrs. Gauntlett gave an interesting talk on what she saw in Europe, and in the afternoon Mrs. Inouye of the Women's College of Tokyo spoke on how to increase the efficiency of the home.

Seventy-three meetings affiliate with the Katei-kwai. Forty-three sent in reports; no reports were asked from nineteen newly organized meetings and the sixteen individuals that take the leaflets. If the success of the year is manifest in the number of leaflets taken, we have had a good year. We are sending out over two thousand monthly, and selling many to those who do not belong to the association.

According to the reports, one missionary increased from forty to sixty-three and founded two other meetings, one of twenty-five members, and another of five. She tells that they have a monthly fee of five sen and from this money they buy the tracts. Another meeting has seventy young mothers enrolled as members of the Katei-kwai. In this meeting, they keep a list of the names of the children and the mothers and the name of each child who has celebrated his birthday during the month is read, and the mother and child prayed for. If possible, a meeting is arranged for that day and a card sent to the child. This helps to create an interest in each child, and arouses a desire to help the mother.

Another writes: "My word to the Annual Meeting is that the tracts are the most useful, sensible and most needed in Japan. The mothers of Japan hold the future in their hands. If they will only train their children aright while they are young, they will walk in the right way all their lives." The same worker reports that through tract distribution a new meeting of seventeen members was founded.

Another worker increased her subscription from thirty to ninety tracts monthly. She is having meetings for parents as well as for mothers and one for fathers alone with a speaker from Tokyo. This is a development of the work for which we have been praying. Another subscriber for one hundred copies monthly said: "Our mothers almost all pay individually and like the leaflet because it is a talk on just one subject and to the point and helpful." She does not always wait for the mothers to come to the meeting to get the tract, but sends the tract home by the children.

One lady wrote, "I had three mothers and four children come to call and how I wanted to fit them out with your tracts but I had given them all out." And this lady sent for twenty-five of all the important ones to have them on hand. In one school the leaflets are kept in the waiting room where parents and callers can read them while waiting.

Many fujinkwai are sending in subscriptions. They have meetings quarterly on Katei-kwai subjects and have the tracts to give out monthly. This can be done without interfering with the spiritual trend of the meeting.

We sent out 5,000 of the Christmas tract which was a direct Christian message. We

have had some on physical and moral topics this last year. It is our object to exalt Jesus Christ as much as possible in the home.

Suggested topics for this coming year are as follows: The Christian Foundation of the Home, Adenoids and Tonsils, Marriage from the Christian Standpoint, The Right Use of Money, Bible Stories and Bed-time Songs for Children, Care of the Eyes with Information about Trachoma, Diet for Young Children and Invalids.

The tracts distributed this last year are as follows:

April, 1920, Home Discipline, Mrs. Draper.
May, 1920, Mother's Day, Rev. Y. Yamaka.
June, 1920, S. Ebara, Member of Parliament, Pure Family Life and the Secret of a Happy Life, Col. Yamanuro, Sal. Army.
September, 1920, Report of the Annual Meeting.
October, 1920, Truthfulness, Mrs. P. A. Smith.
November, 1920, The Home-maker, M. A. Armstrong.
December, 1920, Christmas Tidings, Mrs. Quagaki.
January, 1921, The Name of Power, Temperance.
February, 1921, Proper Punishments, Mrs. Draper.
March, 1921, The Care of the Teeth (Magazine).
April, 1921, Kindness to Animals, Mrs. Draper.
May, 1921, My Two Mothers, Rev. Y. Sasakura.
June, 1921, The Father's Responsibility in the Home, Dr. D. S. Spencer.

The officers for the coming year are as follows: President, Mrs. Draper; Vice-president, Mrs. Bowles; Recording Secretary, Miss Okabe (Haramachi meeting); Corresponding Secretary, Mrs. Yamanuro (Hijirizaka meeting); Treasurer, Mrs. Kawasumi (Aoyama).

The Executive Committee is composed of the officers and one representative from each of the meetings in Tokyo or Yokohama affiliating with the Katei-kwai. All business during the year is transacted by this committee.

MRS. G. F. DRAPER, Pres.

The Girls' Patriotic League

Soon after the beginning of the war many girls led by the lure of the uniform came to the army cantonments. These girls for the most part were virtuous and were simply seeking excitement and adventure. Many girls in the towns also were "soldier mad" and exposed themselves to grave social risks.

To meet this situation a committee on "Work With Girls" was organized in the Commission on Training Camp Activities, under the chairmanship of Miss Maud Miner. This committee worked with and through the Y.W.C.A. and the Playground Association in organizing the girls

into patriotic leagues, and furnishing them social opportunities and interests and a patriotic purpose to help. They met once or twice a week to make bandages, or do similar other Red Cross work and have dances and parties. They were given instruction in sex hygiene and in the danger of forming cheap acquaintances with soldiers, but were offered opportunities to meet the men under right conditions. This is the sort of a program which ought to be furnished to girls in every community in time of peace, no less than in time of war.

Morals and the Community Center

By HENRY CURTIS

The community that is most dangerous is the community that is dead. A neighborhood in which nothing is going on to interest the young people is always one where sex temptations come to the surface and become the chief interest, as many rural communities and small villages can testify.

A community in which you are a stranger is a bad community from a sex point of view. Woman in the abstract, stands to the ordinary young man for sex as is seen at the dance, the music hall and theater. On the other hand, the woman who becomes a friend in business of a classmate in high school or college, has little sex suggestion. Young men ordinarily have no sex feelings towards their sisters or adopted sisters living in the same family with them.

The only effective restraint in sex temptation is social restraint. Our good citizens who go over to Paris do not always behave as well there, it is said, as they do at home. The country boy and girl in the city feel a new freedom because they realize they are unknown. Plato says, in his "Republic," that none of us would be very reliable if we were invisible. A person in a community of strangers is, as it were, invisible and socially irresponsible.

A dance attended by young people only, in a special dance hall, may be over-stimulating. But a dance attended by young people and parents seldom will be. The most wholesome drama is that which is given by the young people themselves. The moving pictures are likely to be wholesome, while singing and other entertainments furnish free recreation under the best conditions.

The community center gives an opportunity for proper social life and acquaintance. This may not be needed in the homes of the well-to-do, but in the homes of the poor which consist mostly of two or three bedrooms and a kitchen, it is a necessity. Acquaintance and courtship are a necessary preliminary to marriage. The community center furnishes one of the best opportunities.

A Creed for Kindergartners and Mothers

I believe in little children as the most precious gift of heaven to earth.

I believe they have immortal souls created in the image of God, coming forth from Him and to return to Him.

I believe that in every child there are infinite possibilities for good or evil, and that the kind of influences with which we surround their early childhood largely determines their future character.

I believe in play as the child's normal effort to understand himself through free self-expression.

I believe too in work suitable to childhood, and that the joy in doing such work should come to the child largely from the doing it *well*.

I believe in freedom, but not in license.

I believe in wisely directing rather than in stifling activity.

I believe in regularity, accuracy, punctuality, industry and application.

I believe in prompt, cheerful obedience, self-control and self-forgetfulness.

I believe in inspiring the child to choose the good, the true and the beautiful, and to con-

tribute to the happiness of others by work and deed and gift.

I believe that in all these things my example counts for more than my precept.

I believe in cultivating the intellect and the will, but I believe too in soul culture, and that out of this cultivation comes the more abundant life, bringing forth the fruits of the Spirit; kindness, gentleness, joy, peace, truth, hope, faith, love, reverence for God, respect for age, consideration for each other, and thoughtfulness for all of God's lowly creatures.

I believe that the calling of motherhood is the holiest and should be the happiest of all earth's tasks.

I believe that the Christ who was Himself a child born of a human mother, is the one never failing source of help for perplexed, discouraged or wearied motherhood.

Since to this work, Father, Thou hast called me, help me to give to it all that Thou hast given me of insight and wisdom and strength and love and gentleness and patience and self-forgetfulness. (From the Pilgrim Elementary Teacher.)

Do You Live With Your Children?

By FLORA G. BRENT

One day I dropped into my neighbor's kitchen for my daily pint of milk. She was washing dishes, and in a hurry to get through. "I am trying to finish my work, dress and get out before those Lewis girls come. Elsie is always inviting them here, and they make such a noise that they annoy me. I always try to be out when they come," explained my friend a little breathlessly.

"Those Lewis children are new acquaintances?" I asked.

"Yes, they have just moved into town, and Elsie seems very fond of them."

Elsie was this woman's eldest daughter, aged eleven years. Being an intimate friend and frequently in this home I had on several occasions noticed mother and daughter together. When the child expected her friends she was always anxious to have her mother leave the room, and if she did remain Elsie was rather quiet and reserved. I realized at once what the trouble was. My neighbor had been living for her child and not with her. She was a good mother in many respects and did all she could for her little ones, but when it came to the

children's social life she was deficient, taking no part whatever in their play and no interest in their playmates.

This mother did not realize that she was making a mistake by not getting acquainted with her little girl's friends; that she was losing much by not laying aside other duties and giving herself up to having a regular good time with the young folks.

Busy women too often place household duties above duties to their offspring. How often have I heard them say: "Oh, I have too much to do today for you to have a party. Wait for a more convenient time." Parents do not have children with them always. Before they realize it the little ones are in their teens and leaving them. They still have with them the household duties but the children are gone.

Mothers should give as much attention to the boys' and girls' recreation as they do to their work. See that their play is something that will refresh both mind and body. By entering into their play and living with them parents not only gain much pleasure themselves, but they win the confidential love of their children.

New Books

Language of Music. By Olive B. Wilson-Dorrett. In Play School Series edited by Clark W. Hetherington. Cloth. xxiv + 296 pages. Price \$2.40. Yonkers-on-Hudson, New York: World Book Company.

An entirely new conception of the field of music. Presents an effective method of teaching the written musical language so that the child will gain a working control of it at an early age along with the development of his musical powers.

"Language of Music" teaches an effective and specific process for establishing the child's ability to sing and to think music in terms of the written musical language. Music is made interesting to small children by means of games and other devices. The author has an unusual insight into the child's natural activities as distinct from motivated activities. She has selected progressive forms of activities which are of the spontaneous type and impel to further activity. The method employed has been used successfully with children of four, five, or six years of age.

As the book deals with the acquisition of the musical language, it might be called a primer of the language of music. It is not intended for the child, but is a guide for the leader or teacher in organizing the child's activities for control of the musical language through the play instinct. The method demands no special technical knowledge of music on the part of the teacher.

The Salvation of the Little Child. By John Oliver. Second Edition, Revised.

Send orders for the East to 2376 Auburn Ave., Cincinnati, Ohio, and 808 Railroad Building, Larimer Street, Denver, Colorado, for the West. Price 13 cents including postage.

Includes programs on—The Home in the Spiritual Care of Children and Youth, The Home and the Child at the Budding of Manhood and Womanhood, The Home and the Youth of the Mid-Teens, The Home and the Youth of Upper Teens, The Home and the Youth at the Threshold of Maturity.

Fifty-two programs for parents' classes in churches.

Children of the World: The Alo Man. Stories from the Congo. By M. L. Pratt-Chadwick and L. Lamprey, with fifty illustrations by Rolin Crampton. Price \$1.00. World Book Company, Yonkers-on-the-Hudson.

"The Alo Man"—a story of a Congo village, provides the geographical reader in Africa that is suited to children from seven to twelve years old.

Parliamentary Practice. An Introduction to Parliamentary Law. By General Henry M. Robert, author of "Robert's Rules of Order Revised" and "Robert's Parliamentary Law Charts." 16 mo., 203 pages. Price \$1.25. The Century Co., 2126 Prairie Ave., Chicago, Illinois; 353 Fourth Ave., New York City, N. Y.

This book meets the urgent demand of teachers, students, members of churches, clubs, societies, and many other organizations for a simplified work on parliamentary law, based on and in harmony with *Robert's Rules of Order*, which for over forty years has been the recognized authority. It is an introduction to Robert's "Rules of Order," explaining and illustrating the principles there set forth. Owners of that book will find it fifty per cent. more valuable if they will carefully read this one.

"Parliamentary Practice" is simple and brief, but covers the subject sufficiently to enable the reader to master the rules of parliamentary procedure necessary for conducting an ordinary meeting. The principles are so clearly presented and applied that they can be easily understood, even by one ignorant of the subject. While there is no short cut to an understanding of parliamentary law, this book offers by far the easiest and most effective plan of study yet evolved. It gives the rules, shows how they work in actual practice, and offers many practical helps and hints for one preparing to take part in organized meetings.

Practice goes with theory. There is a convenient arrangement of chapters grouped under general headings and followed by drills or dramatic exercises, which illustrate the principles covered in the previous chapter or chapters. These illustrations are perhaps the distinguishing feature of the book. They give the very words of both the chairman and the speaker throughout the procedure, and cover nearly every point in common parliamentary practice. Thus one reads a rule and then sees just how it works in practice.

Each chapter is followed by practice work. This is in the form of questions and suggestions, which bring out and emphasize matters discussed in the chapter. They are the questions that are continually arising in meetings,—situations that everyone is called upon to meet. They are test questions that help the reader to organize the information obtained and to fix firmly in mind the various points regarding organization, motions, amendments, order, etc.

The charts are a most helpful feature. There are three. The first shows the privileged and subsidiary motions arranged in order of rank. The second shows the incidental motions and

certain other motions; the third, what motions to use in order to accomplish certain objects. Each of these charts shows graphically with respect to each motion, whether it can be amended or not, whether it can be debated or not, and if debatable whether it opens to debate the main question, and whether it requires a two thirds vote or not. With these charts in hand one always can tell "just where he is."

The last two chapters are devoted to valuable suggestions and reference lists. There is a list

of motions that are in order when the other has the floor; a list of those that do not require a second; of those that can not be amended; that can not be reconsidered; that can not be rescinded; that can not be renewed; and others that require a two thirds vote. There are simple forms of tellers' reports and tally sheets, there is a list of "don'ts" for the chairman and another for members; and the book closes with an article on how to study parliamentary law.

Boys and Girls of Model-Ville

By FELIX J. KOCH

Great?

"It shuah am great!" wee George Washington Jackson told us, as he hung over the grating fence that enclosed the community sand-pile of Model-Ville.

George, who, until his family had moved to Model-Ville, had had to find his sand-piles out among the passing teams and the endless automobiles in the dirty, city streets, at imminent risk of life and limb,—and with every factor for dirtying himself and his clothes at hand, always, as he groped in the sooted sand where some city house chanced to be building,—had been playing here an entire afternoon, and he was spick and span as upon rising. Not only that, but, far from mother worrying every moment that "Jackie," as she calls him, was away,—she knew that he was absolutely safe:—that, go where he went, he could not come to harm, unless he deliberately tried,—which Jackie of course would not do;—and as for the sand-pile, well, it was probably the most carefully-thought-out sand-pile in the world.

Down beneath the long veranda which extends before the model flats for the poor here in Model-Ville, Mr. Schmidlapp,—the philanthropist who has planted this perfect little city-in-city in the suburbs of Cincinnati; that the self-respecting colored poor might have what such have never had before, at such low cost—saw to it that there should be a proper sand-pile. He had a broad, clean chamber built, with the veranda-floor for its ceiling; its own floor, then, covered deep with the cleanest, purest sand. In hottest weather, sun cannot penetrate inner recesses here;—no rain, even, can sweep in;—yet, off at the front, the sun streams, if you will, and as you wish, you can bask in it; resting in the sand, as you would at the distant shore. The sand is changed for fresh whenever occasion presents.

That, though, is only one "model innovation," as the busy social workers called it when they came to visit, of Model-Ville.

Model-Ville, for another, had its public play-

ground, its wee little park, where just its boys and girls, or those they might invite along from school, could play. It was so much more satisfactory, having a playground right here at one's doors, than having to go, even a big ten-year-old boy; to say nothing of little girlies, to the public playground, ten blocks away; or often more than a mile off. And here, again, one knew all the boys, knew that Model-Ville had a superintendent who was next thing to being police, and who wouldn't let the big boys fight with you, or take things away from you, as big boys often would! The Model-Ville boys had to behave,—and, usually, they did.

Down at one end of the wee, little park at Model-Ville there was a fountain,—the new style of town-pump, Jackie, who had read the "piece" in the school reader about the town-pump, liked to say:—which was built especially for the boys and girls. You reached over, put your foot on a little pedal below; let the water play into air and drank, 'and it was so refreshing, so cool.'

Next time you happen down Cincinnati way, take the street-cars to Walnut Hills; stroll down a quiet residential street, and visit Model-Ville. You will come on it very suddenly and as a surprise.

The outpost is an attractive grocery, set beside a cemented driveway which you would suppose just the drive to the grocer's garage, had Jackie, who was just leaving the grocery with some candy Mother had given him the pennies for, not told you otherwise; that this, indeed, was the high-road into Model-Ville.

Even that grocery is interesting, for it belongs to all the citizens of the town, as it were. Anybody can buy there, of course;—the more the better,—but if you live in Model-Ville, with every purchase you receive a receipt, which Mother keeps carefully. At the end of the year the grocery announces what it has cleared. A certain amount of this is kept to operate it into the next; the rest is then divided among the holders of these receipts, in exact proportion as they may have bought.

Almost so soon as the grocery is passed, the avenue bends and Model-Ville is upon you. It's probably the cleanest little community you've ever seen, even Broek, in Holland, which is often called the "cleanest town in the world," does not equal it.

At town-center there stretches a long, spick and span, two-story building; its bricks so clean and its form so quaint it makes you recall the toy-house in your toy-box in the nursery. If you'll notice carefully the one end of this house, you'll find that at center on every floor there are two doors; the upper onto a porch-let, the lower onto a stoop—pleasant for summer evenings. Each of these doors indicate a "flat," an apartment, if you please, with its big, clean window off to the side the door and a flood of sunshine, lots of light, and in good weather, fresh air as well. Of course Jackie doesn't bother himself about those things; but the older boys tell how each of these little flats is built to give the largest possible amount of space, at the very least amount of cost;—so that the rent may be the very lowest for what is offered.

Jackie does know this, however: That, within pleasant afternoon's-walk with father, there is the settlement for colored people where he used to live; where there were houses stuck down in front of houses, and houses with sides to houses, and where pigs ran about in the garden, fattening; and the grass, even, was dirty with the smoke from the city, and, well, things weren't pleasant at all. Before that, Jackie had lived in the city proper; and there weren't even yards to play in, by so much; and you played in the streets and were nearly run over, "till the policeman came and ran you off."

All the length of this center building, on its either side, lived people, dozens and dozens of boys and girls, along. Then around it there was a little walk;—and one of you could stand on this; the other be up at the side-porch on the second story; and you could play "elevator" and send things up and down by cords; or both of you could be up there and drop soap-bubbles, or you could fly kites high into air.

Beyond this walk again there was garden,—

and Jackie and the other children had learned not to hurt the flowers or trample the bits of lawn; for it all went to make the prettier this pretty place and if they wished to romp, or gather flowers, they need only descend the hill at one end and enjoy a half-wild dell there.

Then, bounding in this open space, with the lawns and the walks, there came more of the "model tenements,"—as Jackie heard the visitors call them. And in them all he had friends and he could stroll round, and, summer evenings, a graphophone sang from the one window here, and on a porch men played the banjo, "Old Kentucky Home," a favorite tune;—and in other places people had watermelon parties, and as Jackie, or Topsy, or the other children passed, they would call them in and give them a piece.

And you, and all the other boys and girls, could romp; play games; the girls skip ropes, the boys shoot marbles here;—it seemed like perfect bliss.

Best of all, at one end of Model-Ville there is a hall for its people as well, and in this concerts and entertainments of every sort were given from time to time.

So Jackie and all the other boys and girls believe there is quite no other such place as Model-Ville.

They know that fathers are paying rent here,—that they're not objects of charity. About them, no one has very much more than any of the rest, and that, too, leads to content. They know they are indebted to a very rich man for his giving the poor colored people this chance; but they also know that, so well is it all planned, that today he is actually making money off the funds he put in here.

So,—like their elders,—the boys and girls are singing aloud the praises of Model-Ville. The community is already being extended; other model flats are going up at one end, and when these boys and girls grow up, they declare, and come to have little flats of their own, these will be right here, as you might suppose, in the rising "city-in-city" called Model-Ville.

Biography for Everybody¹

By JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association, Washington, D. C.

To read biography is to live. It is to live on the heights of inspiration and noble conduct. It is to broaden one's horizon and to enrich one's

¹Viewpoints in Biography, by Katherine Tappert. Seventy pages. American Library, 78 East Washington Street, Chicago, Illinois. Sixty cents.

life by contacts with the men and women whose significant lives have made the world what it is, whose deeds are a prophecy of the nobler world of tomorrow. Children need biography from which to draw ambition and ideals; youth needs it as a stimulus and as a background for mature life; maturity needs it for the rich companionship

it gives with people of affairs and as a means of getting away from self and the immediately pressing problems for new perspectives.

To encourage the reading of selected biographies is to preserve and spread the fruits of our civilization. There is a new book on biography that should be in every library and every school for use by every age. It should be in the hands of every Sunday-school or church worker. It should be in every home. It is a choice list of 392 biographies arranged under fifty-three subjects according to their essential appeal. There is material for every interest and every mood—the sea, art, conquerors, musicians, poetry, the wars, friendship, literature and nearly two score others. The selection is wisely made. The list

is not overloaded—sometimes only four books under a subject, sometimes a dozen or more. Brief notes tell something about each book to guide the reader or pique his interest. The work of compiling has been done by a librarian broadly experienced with books and people in several different fields—Katherine Tappert, now librarian of the New York Evening Post. One is glad to see the book published by the American Library Association which gives assurance of its excellence and authority. May it have a long and lively career; may it introduce to millions of readers the wealth of interesting personalities whose memory is the great and common heritage of the race!

Our Teachers

By GEORGE W. TUTTLE

How eagerly we watch for the little beginnings; the first faint smile—forerunner of a whole flock of infantile gurgles and smiles, the first attempt to creep, to walk, to talk! What a chapter of beginnings opens each new and wonderful volume of child life!

Little by little powers awaken, the brain cells expand, curiosity unfolds and an animated interrogation point follows us about with the ever insistent, "Why?" Well, do we teach, unfold, open, make clear and lucid the answers to the questions that are puzzling the newly awakened mentality? Could there be anything more cruel than a mother's: "Oh, Johnnie, go away, don't be bothering me with all those questions?" Would we have Johnnie swap teachers? There are plenty of street teachers waiting to give free lessons to our little ones. Curiosity that is not satisfied in the home will surely be sated elsewhere.

Here is our opportunity to get in the right foundation stones of knowledge. Early teachings of self, kindness, courtesy, truth, God and religion, are not soon forgotten. Curiosity is an open door with the inscription: "Enter here!" Alas for the parents who stand outside and say: "Oh, I haven't time to answer all those questions!"

Happy the children whose parents can teach from nature; parents who have open eyes for the glory of a sunrise and the beauty of a sunset, or who appreciate the beauty and perfume of the roses and the delicate colors of the wild flowers that carpet hill and vale with a carpet fit for the feet of angels. Nature is one of the vantage heights from which knowledge flows easily and naturally to the mind of a child. A knowledge of nature will far outclass a knowledge of classic myths as a life enlarger.

Schools soon have their inning but parents

should be a child's first teachers. Schools are waiting to pack knowledge into our children as we packed hay into the old barn. Let the parents put a few carefully selected bits of knowledge in the bottom of the mow—they may keep all the rest of the education hay sweet and healthful.

Little Voices

When temper flames, when the voices of the little ones are raised high in altercation, when trouble stalks in at the nursery and comfort and content are banished, what then? Well, we need to hold our own horses, to control our own tongues, lest we add fuel to the flames. It may be only an honest, though not flattering inheritance, this high temper. Mrs. Smith, your next neighbor, whose chickens once ruined your best pansy bed, might make a shrewd guess as to its origin.

Did it ever occur to you that, when other children are not involved, if your child has a seemingly uncontrollable fit of temper—possibly he cannot have a sharp hatchet or play with a cross dog—and he screams and throws himself upon the floor, that simply ignoring the child may prove the best medicine? Temper never thrives on neglect; when a wilful, angry child cannot make other people miserable he feels baffled and defeated. Nature says: "Down brakes! What's the use! No audience!" Temper soon wearies of playing to an empty house! Why not allow John to yell to his heart's content—all by himself, instead of curtailing the supply of fruit from the old peach tree by the doorstep by out-of-season pruning? Temper never thrives on absent treatment, it must needs have humans to vent itself upon!

When other children are involved, when there are wrongs to right, the problem is greater. Here, while the first impulse is to punish swiftly,

possibly the greater and more effective punishment would be to deprive the child for a time of the privilege of playing with children whom he will not treat kindly and fairly. Let the punishment fit the offense. Punishment is not intended as an anger stimulant, but as a thought provoker.

The voices of the little ones teach us that if we would have pleasant-voiced children we must first have pleasant-voiced parents—"pennyroyal tongues," someone has said. The high, sharp, disagreeable notes, shall they not be taboo in the home? Alas for the parent who is an arouser of anger in the children. "Parents, provoke not your children to wrath"; should be written large on the doorposts of every home. We are here to make travelling easy, not hard, for our children. Are we not here to make the way smooth for little feet, to clear the stumbling blocks and the character briars from their paths?

Little Hands

God has given us little hands to teach us great patience. The grace of patience is one of the greatest of parent virtues. Have you ever seen a little child transformed into a fury by harsh, unjust treatment? To be firm without being unjust, to back parental authority with a smile, to ever have a heart of sympathy for the mischievous fingers—remembering that but a few years have passed since the itch of mischievousness lurked in our own fingers—is necessary. Alas for the parent who forgets and who allows no dew of remembrance to soften treatment of little ones!

"Would we have little hands destructive, careless; shall they do anything they please, with impunity?" you may say. No, but our stock of patience is often so limited! Then the little hands do much of their mischief unintentionally, can they judge either value or strength? They get possession of some cherished, but breakable, treasure of yours, in some unguarded moment—between mother-watches of the day—and the little fingers close upon it with that resistless child grip until your valued treasure is a candidate for the ash barrel.

Well, we need patience, then more patience! Many broken articles can be replaced, but a child—never! It takes time to teach, instruct, to bring even a modicum of carefulness to the tiny fingers. Be chary of punishment, economical with frowns, prodigal with thought! Think seven times before you punish once; then you may conclude that the fault was with the child's mother in not taking better care of valued, fragile articles. Child desire was active,

the untaught brain said to the fingers: "Take," and the impulsive fingers obeyed quickly.

"Children must be taught," you say. Certainly; gradually, carefully, gently; here a little and there a little—many a time it takes lesson after lesson to develop self-restraint in parents. When patience lags, and impatience seems to say: "Let me have at the child!" let us think of the never-ending patience of our God with us.

Little Ears

Little ears will listen, little ears will hear, but what will they hear? Will they hear musical words from mother's lips, and will kindness, like some sweet-toned bell, ring in father's words and conversation in the home?

How the "Be careful" bell sounds in our ears when the children repeat some thoughtless, careless words of ours that have been spoken in the home. Mother's conscience smites her because of careless speech when she hears her little Mary repeat her own words, verbatim, to Anna Clarissa, her favorite doll—phonographs and human-nature imitators these little folk of ours are. What an atmosphere for a child when words are rough and tones boisterous; in a word, where selfishness rules and love is noticeable only by its absence.

Home should be the child's first heaven, the index that points onward and upward to that which is perfect and enduring. Little ears teach us to be careful of our words; talk about thinking twice before we speak once, why, if some parents thought seven times, and then said nothing, their children might have a fighting chance to turn out decently! When father and mother nag at each other, when brows are clouded and temper is in evidence, when parents fret and fume at the children and at each other, the Lord have mercy on the children—far better had the parents been born as speechless as the grave!

Even when we think we are doing our best we are often rebuked by the little ones—unconsciously on their part. Mary is a mirror into which mother looks and gets a vision of herself—possibly she sees some undesirable traits mirrored there. John is a mirror into which father looks and then does some strenuous thinking afterward—possibly some of his ways and mannerisms do not mirror attractively.

Little folk are regular human-nature absorbents; what shall we give them to absorb? It seems to us the natural thing that some children should turn out well, but we say of some others who turn out well: "The day of miracles is not yet past; just look at their homes and parents!"

Wanted—A Man to Lead

There isn't a lad but wants to grow
Manly and true at heart,
And every lad would like to know
The secret we impart.
He doesn't desire to slack or shirk—
Oh! haven't you heard him plead?
He'll follow a man at play or work,
If only the man will lead.

Where are the men to lead today,
Sparing an hour or two,
Teaching the lad the game to play
Just as a man should do?
Village and slums are calling—come,
Here are the boys, indeed,
Who can tell what they might become
If only the men will lead?

Motor and gold and winter sport
Fill up the time a lot.
But wouldn't you like to feel you'd taught
Even a boy a knot?
Country and home depend on you,
Character most we need;
How can a lad know what to do
If there isn't a man to lead?

Where are the men to lend a hand?
Echo it far an wide,
Men who will rise in every land,
Bridging the "Great Divide."
Nation and flag and tongue unite
Joining each class and creed,
Here are the boys who WOULD do right
But where are the MEN to lead?

— From *British Headquarters' Gazette*

I pity no man because he has to work. If he is worth his salt, he will work. I envy the man who has a work worth doing and does it well. There never has been devised, and there never will be devised, any law which will enable a man to succeed save by the exercise of those qualities which have always been the prerequisites of success, the qualities of hard work, of keen intelligence, of unflinching will.—THEODORE ROOSEVELT.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—President's Message. Home Responsibilities for Children an Aid of Thrift. A Teacher's Question.

SECOND TOPIC—What Other States are Doing.

THIRD TOPIC—Current Events in Child Welfare.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1201 16th St., N. W., Washington, D. C.

STATE NEWS

State Conventions

New York—Rochester, Oct. 4-7.
 Indiana—Indianapolis, Oct. 20-22
 Massachusetts—Springfield, Oct. 13-15.
 New Jersey—Trenton, Nov. 9-10.
 Pennsylvania—Altoona, Oct. 5-7.
 Iowa—Mason City, Oct. 12-13.
 Texas—San Antonio, Nov. 8-10.

ARIZONA

In Phoenix some excellent work is being done in teaching the Mexicans, living on the south side of the city, what it means to be Americans. The latter part of July, a meeting was held at the Roosevelt Neighborhood House under the auspices of the Congress of Mothers and Parent-Teacher Associations. The program contains some excellent suggestions for answering the question: How may we get foreigners to come to our meetings?

We often fail to appreciate the fact that these foreign men and women will come to the meetings if they feel that they can *give* as well as *get* something. At this meeting the Americans sat on the right of the lawn and the Mexicans on the left. The porch stage, brilliantly lighted, presented an interesting sight with the orchestra to the left and the speakers in the center under a huge American flag. The Mexican flag was draped over the door just below the American emblem.

After the address of welcome, all stood and sang America. Then a Mexican pupil sang the Mexican anthem, the whole audience joining in the refrain. The address of the evening was on the subject "Good Citizenship." Ten Mexicans then spelled Washington and the seven-piece orchestra furnished a number. "America, the Beautiful," was given by six Mexican pupils of Roosevelt School under the direction of one of the teachers. A little Mexican girl gave a Mexican dance in a most charming manner. Other Mexican pupils rendered "Red, White, and Blue."

Following the program, refreshments were served. There was an excellent attendance, and much appreciation expressed of the good time enjoyed by all.

CALIFORNIA

At the July meeting of the Executive Board of the California Congress of Mothers and Parent-Teacher Associations held July 12, 1921, at the home of the State President in San Jose, the following matters of general interest were considered:

A resolution was passed asking that "Every Parent-Teacher Association in the State take active steps to organize a Better Films Committee and that these committees do everything in their power to bring better pictures to

their communities and secure good attendance at pictures which may be safely recommended to children."

Letters were read from the following: "Mr. George Filmer, American Red Cross Department, expressing appreciation of representation on the Convention program, and offering services of the Red Cross Chapters to our local groups. (Is this not excellent cooperation?) Miss Ethel M. Watters, M.D., California State Board of Health, expressed appreciation of the efforts of Parent-Teacher Associations in behalf of appropriation asked by them of the State. Mr. C. M. Osenbaugh, President of the Chico Normal School, wrote: 'It was a pleasure to have opportunity of addressing the California Congress of Mothers and Parent-Teacher Associations, for you know my heart has always been with you in this work.' President of the State Normal School of San Jose, W. W. Kemp, expressed interest in Convention Minutes and praised the civic spirit of the women of the California Congress of Mothers and Parent-Teacher Associations."

The State President, Mrs. Harry J. Ewing, reported attendance at the installation luncheon of the San Francisco Congress of Mothers on June 8th. A very large attendance attested the interest of the club members of the city and each incoming officer expressed a determination to make the coming year a successful one, under the guidance of Mrs. George Harris who was reelected president. Mrs. Ewing also attended a reciprocity luncheon given by the Santa Cruz Federation on June 18. The cafeteria of the High School was entirely filled, for these annual luncheons are always eagerly anticipated.

Mrs. Ewing said she was spending her vacation condensing reports and compiling data for the Year Book, and feels assured that it will be ready for distribution by the time the fall school term opens.

COLORADO

The following school news from this progressive state will be of interest to all members of our organization: The Parent-Teacher Associations of Garfield County are very active and can well be proud of the work they are accomplishing for the children of their county. In Glenwood Springs there is a wonderful High School just being finished. This school will be the last word in all modern equipment, and cares for

he child physically as well as mentally. A school nurse has been employed by the Glenwood School Board for some time and now she will be able to work in a great big way, and the city and surrounding district will have all the advantages of a well-equipped health center right in their school.

The Glenwood High School is a credit as well as the grade school. This High School has just been completed and will be ready for occupancy this fall term of school. It is situated in an ideal spot, with acres of ground surrounding it and one of the most beautiful views meets the eyes at every turn.

Consolidated Schools are also making their way into Garfield County. One of the best on the slope is to be found at the splendid little town of Silt.

Conditions all over this county are favorable for the ideal home. Here a man may go and feel that he could well raise a family that would be a credit to himself and his community. From the records in the office of the County Judge, we found there had been but one case of juvenile delinquency this year. This is a splendid record for any county. In looking up the need for the greater compensation for mothers, that is felt to be such a vital need at the present time in the better care for children, it was found that all cases applying for help in this county received it, but that the law granted too small an allotment in all cases. This is the general condition all over the State of Colorado and it is to be hoped a larger appropriation will be granted by the legislature at the next meeting.

GEORGIA

The following account of what one Parent-Teacher Association is doing in Georgia this summer is of interest: "The library conducted by the Hapeville Parent-Teacher Association, open one day each week, is a very popular institution. At the present time it contains over two hundred volumes and the Association adds to the collection from time to time. The library this summer is in charge of one of the Hapeville school teachers together with a young girl from one of the upper grades, and books are available to every citizen of the town.

The Hapeville Association held a very enthusiastic summer meeting just recently at the home of the new President. In addition to being a social diversion for the members, much good work for the coming term was planned.

The members of the State Branch of the National Congress of Mothers and Parent-Teacher Associations are working hard for the establishment of kindergartens all over the State. The following is quoted from the Atlanta "Constitution" of August 7, 1921: "To Parent-Teacher members in particular and to all who have watched with much interest the progress of

the kindergarten bill, making it possible for the Boards of Education to establish this institution as a regular part of the public-school system in any city, town, or school district in Georgia, it will be a matter of regret to learn that the bill introduced in this session of the state legislature has been tabled until the coming year.

"In the meantime the friends of the bill are not at all discouraged and will not cease their activity, either in connection therewith nor in the interest of the kindergarten effort as a movement, for they realize that a great sentiment for this institution has grown in Georgia.

"Georgia mothers have for a very long time desired kindergarten training for their children and will rejoice when this institution is included in the public schools. This has been done in the best systems throughout the country. In our own State, several cities, including Augusta and Columbia, have been far-sighted enough to adopt the kindergarten as a regular department of the public schools and have found that it was of material benefit. There are no finer school systems than those in Augusta, which has had the kindergarten for more than thirty years."

IOWA

The following is culled from the excellent August issue of the Iowa Bulletin. We quote the President's message entire: "The Iowa Bulletin is just one year old and as we start our second year we wish to express our thanks to those who have coöperated with us so willingly in the past and to extend a warm welcome to the new Associations who have recently joined our ranks. With a membership of over 15,000, we are the largest organization in Iowa united for the study of children's needs and conditions, and for the promotion of every measure for the welfare of children and helps to fathers and mothers.

"There are many problems confronting us but we wish to continue our work on Nutrition and Morals, and then begin the work on Mental Hygiene, Visual Education, and Religious Education.

"We are coöperating with those who work in the fields of education, health, religion, and social service. We solicit the hearty coöperation of every Parent-Teacher Association in promoting the Child-Welfare work in Iowa, that we may meet with the opportunities for service that are before us."

The following suggestion for work in the State to begin in September, may contain helpful suggestions for others: "With one out of every five school children in our country undernourished, it becomes the duty of every Parent-Teacher Association to spend much time during the coming year upon the study of malnutrition.

"Every mother should know that a child seven per cent. below weight for height is on the danger line and facing probable long, lean years

of ill health, and is physically retarded one year.

"Dare we parents and teachers forget the war's figures concerning the health of our boys? It is within our power to see to it that never again will there be a repetition of the draft figures. One out of every two of our lads had physical defects, most of which might have been remedied in childhood; one out of every three lads was so incapacitated that he had to be sent home and deprived of the honor of serving his country in her dire hour of need. One out of every eight of our lads had venereal disease. Parent-Teacher Associations, are we going to permit again such blots?

"Every mother should be drilled upon the five generally accepted causes of malnutrition. I, Physical defects; II, Over fatigue; III, Lack of home control; IV, Faulty food habits; V, Faulty health habits. It is estimated that over 3,000,000 school children go to school breakfastless, poverty being by no means the chief cause. Can an engine work without fuel? It is a mother's chief job to learn why her child has no appetite for breakfast. Children suffering from eye strain, nose and throat trouble, usually have no appetite for breakfast.

"Mothers should know that mouth breathers cannot be fattened and brought up to par until nose and throat are relieved.

"Parents should learn that the child of nagging, quarreling, or irritable parents will lack nervous balance through psychic infection, and ragged nerves in childhood mean the 'piper to pay' in later life.

"Another task of the Parent-Teacher Association is to teach parents to get rid of the dead wood and lumber of tradition. It is a crime for a mother to say 'Oh, well, let him have measles, let him have whooping cough.' Why should any child have an infectious disease if a mother can prevent it? Measles and whooping cough head the death lists with our children. Much of the ill health of our soldiers was traceable to depletion in childhood through whooping cough. It is only a wicked mother who knowingly exposes her child."

The following outline for "Food Study for Nutrition and Economy," submitted by Dean Neal S. Knowles, Ames, Iowa is so good that we send it for those who are in need of program helps:

I. Food Value of Milk.

1. Round table discussion. Available helps from Extension Divisions of State University. Why use milk. Food for the family. Club study outlines. First lessons in care of milk.
2. Use of Pageants. Your friend, Mister Milk—Available through Miss Florence Imlay, Milk Utilization Specialist, Extension Department, Ames. Milk Fairy Pageant. Good Health Pageant,

National Tuberculosis Association in each State.

3. Use of films on care of milk. Available through Visual Instruction Departments of State Universities. Romance of the milk bottle.
4. Demonstrations. Cheese making, Cottage Cheese Club, Making of milk dishes.

II. Hot School Lunch.

1. Discussion of value and methods of conducting. Available helps through Extension Divisions of State Universities. Hot School Lunch Bulletin. Club Study lessons.
2. Use of Pageants. "One Hundred Per Cent." Available through Margaret M. Baker, Food Specialist, Extension Department, Ames, Iowa.
3. Demonstrations. Use a group of children and some successful teacher and actually demonstrate the method. Use Hot School Lunch Bulletin.

III. Food Selections.

1. Discussions of classes of food and their food values.
2. Demonstration in Meal Planning. Available Bulletins: Extension Department of State Universities for bulletins on Food value, why use milk, diet of the school child and feeding the baby; U. S. Dept. of Labor, Children's Bureau, Washington, D. C., Bulletin on Child Care; States Relation Service, Washington, D. C., Food for Young Children—No. 717.

IV. Diet for Children.

1. Diet for the Underweight Child. Why Use Milk. Extension Department of State Universities.
2. Daily Meals for School Children. Bureau of Education, Washington, D. C. Discussion and Demonstrations.
3. Nutrition Classes.

V. Food Preservation.

Cold pack canning, use of pressure cooker, drying of vegetables, salting and brining of meats and vegetables. Bulletins from Dept. of Agriculture, Washington, D. C., and State University Extension Departments.

VI. Miscellaneous Demonstrations.

Making a fireless cooker, bread judging, cheese making.

VII. Specialist help.

Food specialists available through the Farm Bureaus in coöperation with the Extension Departments of the State Universities.

KENTUCKY

The following extracts from the yearly report of the State Organizer for Kentucky, Mrs. Betty S. Harris, may show what has been done

in this state during the past year. It may contain suggestions for other state workers.

"In July, 1920, I was appointed State Organizer of the Parent-Teacher Associations for Kentucky. During the months of July and August I visited . . . thirteen counties where the School Institutes were being held. At these Institutes I spoke to the teachers about Parent-Teacher Associations and the benefits to be derived from them for the school, home, and the community. When these schools were opened many Associations were organized.

"In the fall I visited six counties where I stayed a week in each county, visiting three to four schools a day and organizing for them. The average of schools in each county that organized Associations were from six to fifteen. In fifteen towns I organized or reorganized Associations. Most of these Associations have now joined the State and National, yet there are many Parent-Teacher Associations that are doing splendid work that have not joined the State and National. I hope by the next year to have many more join.

"This summer, since July 1, 1921 (to August 1) I have visited nine Summer Schools: Brandenburg, spoke to 50 teachers; Marion, 87 teachers; Greenville, 150 teachers; Western Normal, Bowling Green, five counties, three to four hundred teachers; Frankfort, Colored Normal School, 75 teachers; Stanton Institute, 37 teachers; Bullett and Nelson counties, Nazareth Academy, 6 teachers and over 200 sisters; Frankfort, 35 teachers. Attended an All-Day Meeting at Independence, Kenton County, about 200 people. At these summer schools I have found much interest taken by the teachers in Parent-Teacher Associations, and have already had many letters from them in regard to starting such Associations in their schools. I look for a very successful school year along this line of work.

"Hundreds of letters and supplies have been sent out by the State Organizer during the last year. Under the following table you will see just how Kentucky now stands in Parent-Teacher Associations which have joined the State and National. A Year Book of the Parent-Teacher Associations of Kentucky will be mailed to you.

From July 1, 1920, to August 1, 1921

Number of counties who have joined State and National	40
Number of Associations which have joined State and National	188
Number of Members	12,678

"Kentucky is now seventh from the top in membership out of the forty-eight States. Next year we hope to have her higher up the ladder."

MASSACHUSETTS

Gleaned from a recent issue of the Bulletin: "In reading reports of officers in other states about the National Convention (of the National Congress of Mothers and Parent-Teacher Association) at Washington, D. C., I am impressed by the unanimity with which they express a feeling of pride in their membership in so wonderful an organization.

"Each member of every local Association in this and other States has the same membership in the National Congress of Mothers and Parent-Teacher Associations, now including 278,721 members, and rapidly growing. Five cents of the ten-cent annual dues which your Association treasurer sends to the State Treasurer of the Massachusetts Parent-Teacher Association is sent to the National Treasurer to secure your membership in the National.

"The National President is Mrs. Milton P. Higgins of Worcester, who put the Massachusetts Parent-Teacher Association on the map during her ten-year term as President.

"One chairman from Missouri, after returning from the Convention, expressed the sentiment of all who attended when she wrote: 'Sometimes I think that we in our local work do not quite appreciate what the National is to us. I remember that when I served as a circle president I did not at first appreciate the real kinship which exists among our local circles, the State, and the National. This realization comes after attending a National Convention. We then know that from the National comes the original idea and impetus for much of our local work. The big movements of Nation-wide importance to our children are promoted and developed through the National.

"The National is the clearing house for State problems in child welfare, and the State for problems in our local work. The National stands for child welfare for all children, the State more especially and necessarily for child welfare in the State, while the local circles meet the needs of our own communities.

"We need to get away from a too selfish, localized Parent-Teacher work; to consider our dues and obligations to State and National a privilege rather than a duty. We are only proving our rightful appreciation of these organizations when we give them our loyal support."

"These words from Missouri bear a message which could be seconded by thousands who have gained the same vision of the greatness of the Parent-Teacher movement. They give a definite answer to those who occasionally ask, 'What becomes of my ten cents?'—President's Message.

Dr. Claxton's closing words at the National Convention: "The definite thing for the Parent-Teacher Associations to do now is to organize

a Parent-Teacher Association in every school in the United States with the schoolhouse as a community center."

At the Massachusetts Agricultural College, from July 18 to 25, there was held a School of Rural Home Life, with courses in Recreation, Home Problems, Home Furnishing, Sewing, Flowers, Trees and Shrubs. Miss Sarah Louise Arnold gave a course on "The Family at Its Best."

From July 11 to 18, Mrs. E. M. Barney gave two courses at the New Hampshire College, one on Child Psychology and one on Methods.

The plans for the twelfth State Convention, to be held in Springfield, October 13, 14, and 15 are well under way (July). The Federated Women's Clubs of Springfield and the Chamber of Commerce are giving their enthusiastic efforts towards its success. A meeting of the New England Council of State Presidents and delegates will be held on the morning of the 13th. The opening session of the Convention will be on Thursday afternoon, October 13th. This will be followed by a dinner at the Hotel Kimball, which is headquarters for the Convention. Local Presidents and delegates, State officers and directors, Councilors and members of committees are expected to attend.

NEW JERSEY

The New Jersey Congress of Mothers and Parent-Teacher Associations, coöperating with the State Director of Summer Schools, conducted a Parent-Teacher Day or School for Parents at each of the four regular summer schools for teachers during July and August. Parent-Teacher Association visiting days were also held at St. Mary's College, Plainfield, and Elizabeth College at Convent Station. With the exception of the two-day Parent's School held in coöperation with the State University and Rutgers College, all were one-day sessions.

The work, which proved successful beyond all anticipation for the first year, was planned and carried out by the chairman of Education, Mrs. William Downs and her committee. The aim of the experiment was to give parents a better idea of the present-day school so that better coöperation might develop, and to give to teachers of the State, particularly the young teachers, a clear and definite understanding of the aims, ideals, and activities of the Mothers Congress and Parent-Teacher Associations as a National and State organization.

New Jersey has not had a State organizer so in many places Associations have been formed without really having a definite foundation beyond an idea of rendering special help for the school. This accomplished, the Associations wear out. The right understanding of the real purpose of an Association and the many activities based on this purpose, were of deep interest to the student teachers.

No two schools were held on the same date and in some cases parents and Congress members took advantage of this to attend more than one school. Similar programs were arranged for all of the schools. The morning sessions were spent in observation in class rooms, parents passing from grade to grade or room to room observing the modern methods of teaching. The rapid changes in methods and the "new ways" based on child study were of the greatest interest to parents and they welcomed the opportunities to become familiar with the changes and get the school viewpoint. Many mothers expressed their delight at a revelation of some simple "teacher's way" the children had tried in vain to explain. The enthusiasm of the parents over this part of the program compensated for the undertaking.

The afternoon sessions were given to addresses by Congress officers on the real purposes and aims of the Parent-Teacher Association, value of religious education in the home, what the State and National can do for locals, etc.

The largest gathering of parents and student-teachers was at the Collingswood Summer School in Camden County. In all places the teachers welcomed the Congress and the project, and a stronger bond of mutual helpfulness was made between the home and the school. Particularly did the addresses of the afternoon stress the home side of the Congress work and its endeavor to meet the well-organized school with better organized homes so that instead of the waste of time and child life now existing between the home-part of the child's education and the school-part, there might be a more perfect fitting together of the two efforts for the happiest and fullest development of the child.

OHIO

The following is copied from the Better Schools Bulletin published by the Ohio State Department of Education, in August, 1921. It shows how the Parent-Teacher Association is regarded in this State by the leaders in education:

"Throughout the school year of 1920-21 the Department of Education found occasion to repeatedly urge the supreme desirability of linking school and community very closely. It seems impossible to over-emphasize the idea that the interests of the two are inextricably bound up together. A school can only be a superlative school when it is working for the community and when the community is working for it. The last few years have been propitious ones in that the public has been eager and willing as never before to take an interest in the school and in teachers and to strive for improved educational conditions generally. Hundreds of extra tax levies have been voted all over Ohio because the people were fully conscious of the child's need for adequate school advantages.

"There is no school that can afford to be without the interested support of its community; the most effective support can only arise out of an understanding of the school's program and needs; such understanding is developed most readily through some such school and community organization as the Parent-Teacher Association—this is the sequence of argument that backs up our slogan of 'A Parent-Teacher Association for every school.' Many such were organized in Ohio during the past year; these must be continued with renewed strength and others must be started. In the interest of this movement there will be a column in this Bulletin each month conducted by the State Parent-Teacher president. The Department of Education will assist wherever possible. The school, be it in city or country; should be made a vital center of community life. For the aid of the teacher in furthering this movement we recommend one of the books on this year's Reading Circle list, 'The Community Center.' Put aside the thought that the teacher's effectiveness is encompassed within the four walls of the classroom; take the leadership in bringing the community to the school and thus the school to the community."

During the State Fair at Columbus, the Parent-Teacher Associations had an exhibit in the Woman's Building where they greeted their many friends throughout the State and assisted in every way to make the purpose and plan of the work known to all who inquired.

PENNSYLVANIA

Cambria County Council of Parent-Teacher Associations will hold its annual Convention at Westmont Grove, near Johnstown, on September 18 and Somerset County's Council on September 24 at the residence of Mrs. E. E. Kiernan, the State President.

Through the active coöperation of our Legislative Committee, under the able guidance of its chairman, Mrs. Lloyd B. Shaw, and Kindergarten Committee, whose chairman is Miss Alice Parker, head of the kindergarten department of the Pittsburgh Training School for Teachers, the Pennsylvania Congress of Mothers and Parent-Teacher Associations is putting on the statue books—not the hoped-for mandatory kindergarten law—but one which permits school boards to levy a special tax of 2 mills for the establishment and maintenance of kindergartens.

The Annual State Convention of the Pennsylvania Congress of Mothers and Parent-Teacher Associations will be held at Altoona on October 5, 6 and 7. A program of unusual interest and helpfulness has been arranged. Mrs. Margaretta Reeve, of Philadelphia, chairman of the National Department of Good Roads and Country Life; Dr. Lee Driver, who is in charge of rural school work in the State; Mr. William

S. Taylor, of the State Department of Education; Dr. Jessie Russell, one of the leaders of Parent-Teacher work in California; Mrs. Alice Carmalt, a member of the Pittsburgh School Board; Mrs. W. E. Goddard of Altoona, Dr. Hollister of the State Department of Health, in charge of its travelling dental clinic; Dr. Mary Noble of the same State Department and head of its committee on Public Health and Morals; Mrs. J. A. Maddox of Columbus, Ohio, one of the big film producers of the country, will be on the program, and will discuss a wide range of subjects vital to school patrons. Mr. S. B. Cummings of the Graphoscope Company of Pittsburgh, will give a demonstration of the graphoscope on the last evening of the Convention and show its possibilities in illustrating subjects of school study. Much time has been given on the program for discussion of program making, best books for children, problems of adolescence, the thrift question, school taxes, and many other questions of special interest to our Associations.

TEXAS

From general reports received, the work of affiliated Parent-Teacher Associations has continued with greatly increased interest under the able leadership of Mrs. S. M. N. Marrs, President, throughout the summer months.

Mrs. Marrs spent two days at College Station in conference with Home Demonstration Representatives relative to intensive plans for co-operative work. State University and the College of Industrial Arts have also been in constant touch with Congress activities. The machinery of the Mothers Congress, so well organized and constantly operating, offers a splendid vehicle for educational advancement, and the spirit of understanding and mutual benefits can hardly be estimated, between these organizations.

Under the leadership of Mrs. F. W. McAllister, State Extension Chairman, a big program is going forward. Constant calls from superintendents and principals who desire to have Associations organized are received.

Mrs. Marrs reports that county institutes throughout the State are asking for representatives of the Congress of Mothers on their programs. Also county school trustees are calling for speakers and organizers to tell of the benefits to be derived by members in the Mothers Congress. Through the medium of Parent-Teacher Associations, district presidents have this phase of the work in charge.

In November, 1920, there were 450 affiliated Parent-Teacher Associations in the State Branch of the National Congress of Mothers and Parent-Teacher Associations in Texas. The official roster for 1921, now in the hands of the printer, shows 580 Associations, with a supplementary list of 300 more Associations.

Mrs. Marrs says that she is in touch with at least 1,000 Parent-Teacher Associations, most of which she believed would join the State organization before the Annual State Meeting to be held in San Antonio, November 8-10, 1921.

Figures show the membership nearly twice the number in 1920.

WASHINGTON

The Parent-Teacher Association of the Bryant School of Spokane entertained the graduating eighth grade class at a banquet in June. The parents of the graduates were the honor guests.

Milk is taking an important place in the schools of the State. In a great many schools, regular examinations—measuring and weighing—have an established place in the regular curriculum. In cases of malnutrition, milk is being supplied by the schools. In schools where this is being done, there is a decided improvement in the weight, health, and mental condition of the children. Miss Mary Sutherland, of the State College at Pullman, states that there are over 5,000,000 children in the United States who are under weight and the boy or girl who is underweight is 7 per cent. incorrigible. Drinking milk is the easiest way to bring a child up to normal weight as milk contains all the substances of food necessary. One pint of milk will provide the amount of lime required for an adult. One quart is necessary for a child.

The Bryant Pre-School Circle of Tacoma, paid tribute to the grandmothers by having a mothers-grandmothers party. A delightful program was made up of appropriate music both modern and that of long ago. An address on "Old Fashioned Virtues" was given by one of the grandmothers. At the conclusion of the program, colonial bouquets of lavender and white were presented to the oldest grandmother, the grandmother having the greatest number of grandchildren, and to the youngest grandmother.

A pamphlet on Parent-Teacher work is being prepared by the President of the Washington State Branch, Mrs. C. Arthur Varney of Yakima. It will contain, besides practical and full instructions for Parent-Teacher and Pre-School organization and routine work, a definite Parent-Teacher program with study references. This is to aid particularly the rural circles where speakers are not always obtainable. Copies will be placed in the hands of all circle presidents of the State.

The Parent-Teacher Associations of Bellingham have been granted supervision of all city parks for the summer months. They will co-operate with the regular Park Board. Supervised playgrounds and story telling on regular days will be in order.

Notice from Georgia

The Executive Board of the Georgia Congress of Mothers and Parent-Teacher Associations held a meeting, August 31, 1921, in the Chamber of Commerce in Atlanta. The meeting was called by the President, Mrs. Charles P. Ozburn. Mrs. Ozburn tendered her resignation as State President which was accepted by the Board on condition that she accept the position of Executive Secretary for the State, this office having recently been found to be a most necessary one for the work of the Congress. The State work has grown to such an extent that this paid office must be held by one of efficiency who is fitted in a particular way for it. Mrs. Ozburn

has shown great ability for such a position during her term as State President.

Mrs. Charles Hilburn of Macon, sixth district vice-president of the State organization, was elected president to fill the unexpired term. Mrs. Hilburn has been identified with the State work since last October when she was elected district vice-president. She is a woman of charming personality, and of wide experience in various club and civic work. She has been a most active and enthusiastic leader in the State Congress of Mothers and Parent-Teacher Associations.